DOCUMENT RESUME

ED 362 061 FL 021 533

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TITLE And Then There Were Two: Children and Second Language Learning.
REPORT NO ISBN-0-88751-060-4
PUB DATE 93
NOTE 112p.
AVAILABLE FROM Pippin Publishing Limited, 380 Esna Park Drive, Markham, Ontario, L3R 1H5, Canada.
PUB TYPE Reference Materials - General (130) -- Books (010)

EDRS PRICE Document Not Available from EDRS.
DESCRIPTORS *Bilingualism; *Children; Classroom Communication; Cognitive Style; *Communication Disorders; Elementary Secondary Education; *English (Second Language); Family Environment; Foreign Countries; Interlanguage; Language Role; *Learning Strategies; Limited English Speaking; Program Design; Second Language Learning; Second Language Programs; *Second Languages; Transfer of Training

ABSTRACT

Issues in children's language learning, particularly as it relates to learning English as a Second Language (ESL), are discussed. The book is intended as a practical resource for regular or ESL teachers. The first chapter looks at the processes by which and conditions in which children become bilingual, both at home and in school. The second chapter examines more closely the differences in individual learning styles (including field dependence and independence, brain hemisphere functions, tolerance of ambiguity, reflectivity and impulsiveness) and strategies (direct and indirect, and strategy retraining when necessary). Chapter 3 examines briefly how differences between English and the native language can affect the learning of English, and chapter 4 focuses on helping children with special needs, including communication disorders and semilingualism. The final chapter discusses, in question-and-answer format, considerations in planning language learning programs that are appropriate for most children and flexible enough to adapt for all children. The parameters, benefits, and limitations of four different program options (self-contained classes, pull-out, transitional, and mainstreaming) are charted. A brief bibliography is included. (MSE)

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